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ABSTRACT

Project EXCEL is a federally-funded workplace literacy program involving hotel enterprises in the San Francisco (California) Bay area. Its focus is on identification and instruction of literacy skills essential to job success for limited-English-proficient (LEP) workers. Training is intended to enable employees to understand written work orders, enhance communication with supervisors and co-workers, and encourage greater involvement through team building and critical thinking. The training modules offered consist of 8-10 weeks of training, at about 3 hours a week, and each module is customized for the department (housekeeping, laundry, stewarding, food and beverage, and others) targeted. The final report is a comparison of program accomplishments with eight stated objectives, with explanation of any significant problems and strategies to resolve them. For projects involving services to individuals, the number and characteristics of participants completing and not completing planned activities, and outcomes, are examined. A demographic profile is offered of the LEP worker-participants in each of seven participating hotels. Project dissemination efforts, evaluation activities, and personnel changes are also described briefly. An appendix contains analyses of individual student pre- and post-test scores, by hotel. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 373 598

Final Performance Report
"Project EXCEL:
Hotel Workers Literacy Enhancement Program"

National Workplace Literacy Program
PR/Award Number V198A20244
April 15, 1992 - December 31, 1993

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PROJECT EXCEL:

Workplace Communication Training for Hotel Workers

a project of Career Resources Development Center

WORKPLACE EDUCATION

Project EXCEL is a workplace education partnership with hotel enterprises in the San Francisco Bay Area. Its focus is on the identification and instruction of literacy skills essential to on-the-job success for limited-English-proficient (LEP) workers. Lessons are developed based on the specific needs at each hotel with emphasis on workplace communication and the American working culture.

PARTNERSHIP

Educational Provider: CRDC

Funded by the U.S. Department of Education, Project EXCEL is a training program administered by the Career Resources Development Center (CRDC) in partnership with hotels. As the designated partner, CRDC is the fiscal agent responsible for program compliance and funding regulations as required by the federal government.

CRDC develops customized curricula for participating hotels, provides classroom instruction and coordinates the program.

CRDC is a non-profit, community-based employment training agency located in San Francisco and Oakland. Since 1966 CRDC has trained over 3,500 ethnic minority members and women and successfully placed them in jobs in the service industries and the clerical field. We have extended our services to train and educate hotel workers. The agency has been working with local business partners to implement successful workplace literacy strategies since 1991.

Hotel Partners

Business involvement is essential to the success of the training. Following are some examples of in-kind contributions which reflect commitment from hotel partners.

- Providing full or partial release time for workers to attend classes.
- Providing facilities for classroom instruction.
- Assisting in curriculum design through consultations with our instructors and curriculum writers.
- Recruiting interested workers for classroom training.

GOALS OF THE TRAINING

The goals of the training are to enable workers togain and retain employment, increase their productivity on the job and advance in their careers.

These goals will be accomplished by raising the literacy and basic skills level of the workforce. The results are worth the effort. The program

enables employees to understand written work orders so they may perform tasks independently,
enhances employees' ability to comprehend and communicate with supervisors and co-workers, and
encourages greater worker involvement through team building and critical thinking activities.

PROGRAM DESIGN

Training modules last 8 to 10 weeks, with a recommended 3 hours of training a week. Each training module will be customized according to the needs of the particular department. Participating departments include Housekeeping, Laundry, Stewarding, Food and Beverage, and others to be determined by the specific needs of hotel partners. Training modules may also include more general topics such as Health and Safety, English for Customer Service, Career Advancement and Work Ethics.

SETTING UP WORKPLACE TRAINING AT YOUR HOTEL

Below is a 5-step summary of the implementation of Project EXCEL:

❶ Identify needs at the workplace *(1 week)*

Our experienced staff and curriculum developers conduct interviews with:

Managers
Supervisors
Workers
Union Representatives

to identify those areas where your employees would most benefit from instruction and training.

❷ Analyze job tasks and communication skills
(1 week)

Curriculum developers and instruc tors observe and participate in actual tasks at the worksite to get an insiders view of the demands of the job.

Our staff also gathers written material used at the workplace in order to specialize the course design for your unique company procedures.

❸ Design a curriculum specific to the workplace
(1-2 weeks)

After conducting the extensive task analyses, curriculum developers examine the results. Based on their findings, they design and develop material for the course. Your employees will have textbooks and workbooks developed especially for them, using your hotel's policies and the needs identified by your own staff as a basis for instruction.

❹ Set up training room
(1 day)

With your help, EXCEL instructors will find and arrange for a training facility easily accessible to students.

❺ Conduct classes
(8-10 weeks)

EXCEL instructors will come to your hotel 2-3 days a week to equip your employees with the English they need to successfully communicate at their workplace.

TO SIGN UP

We would be pleased to talk more with you about our program and to set up workplace literacy training at your work site. Please call , Project EXCEL's Program Coordinator, at 415/775-8880, extension 22

" As a leader in the hospitality industry, ITT Sheraton has stressed the fact that quality service rests on a foundation of effective communication. Improved English proficiency allows the systematic delivery of the type of service designed to meet guests' needs and exceed their expectation. In the process the hotel has experienced the additional benefits of creating an environment where safety procedures are better understood, teamwork has improved and workers feel themselves to be secure, accepted, important members of the team."

Tom Passantino
Director of Training
***Sheraton Palace Hotel**, San Francisco*

" For years I've been whooping and hollering that a small business can train people in job skills, but we can't go back and give them a high school education. This program is great, because the only thing that will work is training in the workplace."

Gwen Kaplan
President
***Ace Mailing Inc.**, San Francisco*

" The program has been a great help in improving communication between English-speaking managers and Hispanic employees.

Clear, precise communication is so important... There are so many things going on at once, so many jobs that are intertwined. Employers need to come up with ways to make sure everyone understands what is happening, whether the employees speak Spanish, Chinese or any other language."

Barbara Radcliffe
Human Resources Director
***Just Desserts Inc.**, San Francisco*

" All over The City, hotel employees are polishing up their English -- at work -- in language classes specifically geared to their work-a-day needs. The program, created by the Career Resources Development Center, has won kudos from hotel executives, union officials and employees -- Japanese chefs, Chinese maids and Hispanic laundry workers."

San Francisco Examiner
Business Section, November 13, 1992

1. **Compare actual accomplishments to the objectives contained in the approved application.**

= and =

2. **Refer to the schedule of accomplishments and their target dates contained in the approved application and give reasons for slippage in those cases where established objectives were not met. Include any measures taken to correct slippage.**

Objective (a):
The project will recruit, assess and enroll a minimum of 350 LEP workers as project participants from the workforces of the four hotel partners.

The project recruited, assessed and enrolled 288 LEP workers as project participants.

While recruitment efforts were directed to well over 350 students, 288 students actually registered in a formal enrollment process.

Objective (b):
A minimum of 240 participants will successfully complete at least 12 weeks of instruction (2 "modules" per worker).

255 participants successfully participated in training, 6% over the projected rate of successful completion.

Early in the program we changed our schedule of service delivery to accommodate seasonal changes in the hotels and to give more students an opportunity to take classes. Because we changed the length of a module and did not strictly require that workers complete 2 modules, we revised our standards of successful completion to mean 80% attendance in one module of instruction.

Objective (c):
100% of the participants who successfully complete 12 weeks of instruction will retain employment or be promoted.

All of the participants retained employment.

Three participants were promoted after participating in the program.

Objective (d):
100% of the participants who successfully complete 12 weeks of instruction will show gains of at least 50% as measured by one or more of the pre-post assessment instruments employed by the project.

Following is a summary of the gains made by individual student participants who met our criteria for successful completion. For a more detailed breakdown of pre-/post-test scores by hotel, please refer to the appendix.

The average gains made by students in the modules offered were as follows:

Site/Module	Average Gains
Holiday Inn Fisherman's Wharf, M1	19%
Holiday Inn Fisherman's Wharf, M3	5%
Holiday Inn Union Square, M1	3%
Hyatt Fisherman's Wharf, M1	9%
Sheraton Fisherman's Wharf, M1	7%
Sheraton Fisherman's Wharf, M2	30%
Sheraton Palace, M1	35%
Sheraton Palace, M5	5%
Westin St. Francis, M1	39%
Westin St. Francis, M2	22%
San Francisco Hilton, M2	37%

Objective (e):
100% of the participants who successfully complete 12 weeks of instruction will show gains in supervisors' evaluations of their communication and literacy skills.

Of the 85 participants for which we collected supervisors' evaluations, 100% showed gains in all categories. See following pages for a sample evalution form and a more detailed breakdown of the results.

Supervisor's Worker Productivity Assessment Checklist

Name of Worker_____

Name of Supervisor_____

Date_____

INSTRUCTIONS: Please read each question. Then circle the number of the answer that best describes your assessment of this worker's productivity.

1. Can communicate with co-workers. . .

Poorly				Well
1	2	3	4	5

2. Can communicate with supervisor. . .

Poorly				Well
1	2	3	4	5

3. Can read the job-related materials. . .

Poorly				Well
1	2	3	4	5

4. Asks questions when doesn't understand. . .

Never				Always
1	2	3	4	5

5. Can do different jobs if asked to. . .

Never				Always
1	2	3	4	5

6. Could move up and do a more challenging job. . .

Poorly				Well
1	2	3	4	5

7. Reading skills are. . .

Poor				Good
1	2	3	4	5

8. Writing skills are. . .

Poor				Good
1	2	3	4	5

Comments:_____

_____

Form SWP

Supervisors' Evaluations of Students

Scale: 1 to 5

Question	Pre-Score (N=85)	Post-Score (N=85)	Change
1	3.15	3.58	9%
2	2.95	3.43	10%
3	2.63	3.08	9%
4	2.58	3.12	11%
5	2.79	3.35	11%
6	2.61	2.69	2%
7	2.42	2.70	6%
8	2.20	2.53	7%

Questions:

1 = Can communicate with co-workers

2 = Can communicate with supervisor

3 = Can read job-related materials

4 = Asks questions when doesn't understand

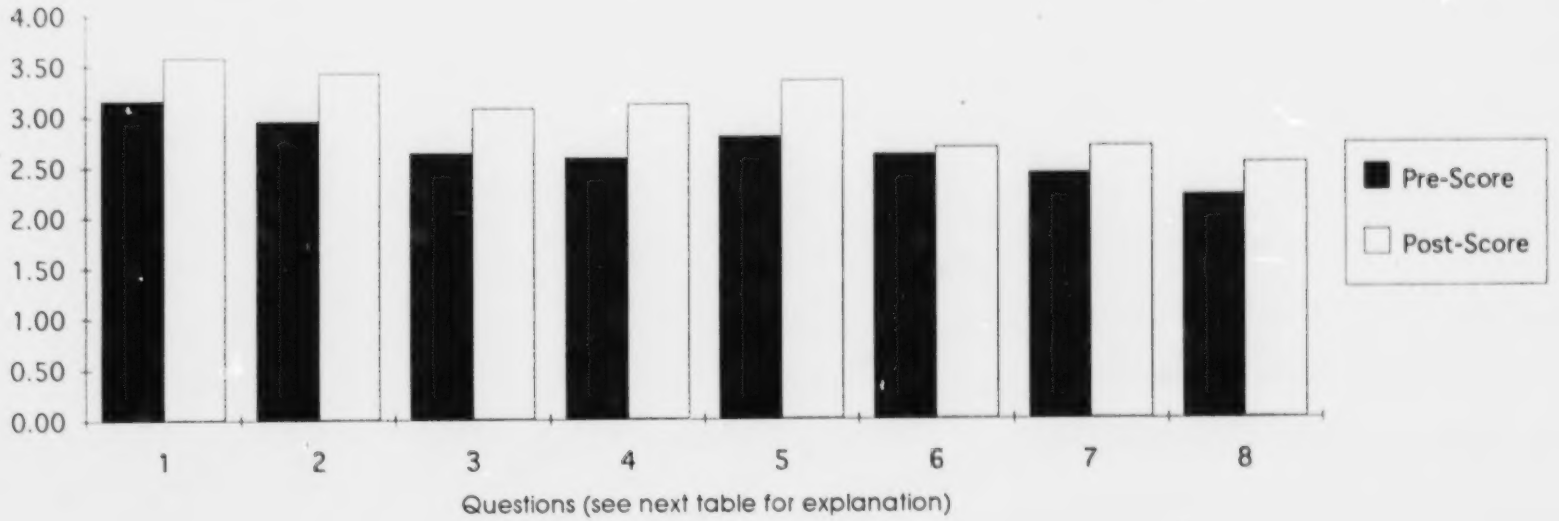
5 = Can do different jobs if asked

6 = Could move up and do more challenging job

7 = Reading skills are...

8 = Writing skills are...

SUPERVISORS' EVALUATIONS OF STUDENTS: PRE AND POST



Objective (f):
The project will successfully deliver a 2-track, 2-level (or multilevel), modular curriculum at four employer worksites, 4 days per week, 1 hour per day, for a period of 60 weeks.

Our actual schedule of service delivery is detailed on the chart below. As you will see, our modules turned out to be longer than 6 weeks. We found after initial needs assessments that 6 weeks of instruction was not enough time to cover the topics. Modules ranged in length from 8-12 weeks. At some sites it was not possible to conduct more than one module for one department, while at other sites there was enough material to conduct three modules. Consequently, some students were able to receive up to 58 hours of training while others received a minimum of 16 hours.

HOTEL SITE	DEPARTMENT	DATES	HRS/ WK	Tot WKS	Tot. HRS
Holiday Inn Wharf	Housekeeping I	10/21/92 - 12/17/92	3	8	22
Holiday Inn Wharf	Housekeeping II	2/8/3 - 4/2/93	3	8	23
Holiday Inn Wharf	Food & Beverage I	8/10/93 - 4/2/93	3	12	23
Holiday Inn Union Square	Housekeeping I	8/7/92 - 10/1/92	3	8	23
Holiday Inn Union Square	Housekeeping II	11/2/92 - 1/29/93	4	9	35
Hyatt Wharf	Housekeeping 1	7/20/93 - 9/30/93	2	9	16
S.F. Hilton & Towers	Laundry I	8/26/92 - 10/30/92	3	9	25
S.F. Hilton & Towers	Laundry II	11/9/92 - 1/29/93	3	9	24
S.F. Hilton & Towers	Stewarding I	4/26/93 - 7/30/93	3	12	35
Sheraton Wharf	Room Service I	8/1/92 - 9/23/92	3	8	22
Sheraton Wharf	Housekeeping I	6/15/93 - 9/3/93	2	12	22
Sheraton Palace	Laundry I	4/7/92 - 6/11/92	3	10	30
Sheraton Palace	Laundry II	11/16/92 - 12/23/92	2	6	10
Sheraton Palace	Kyo-Ya I	7/20/92 - 10/21/92	3	12	36
Sheraton Palace	Stewarding I	2/17/93 - 4/30/93	2	12	24
Sheraton Palace	Housekeeping I	7/8/93 - 9/24/93	2	12	23
Westin St. Francis	Stewarding I	10/30/92 - 12/21/92	4	8	21
Westin St. Francis	Housekeeping I	6/28-93 - 8/20/93	3	8	21

Objective (g):
The union partner (H.E.R.E. Local 2) and the four partner hotels (the Sheraton Fisherman's Wharf Hotel, the Sheraton Palace Hotel, the San Francisco Hilton Hotel, and the Holiday Inn Union Square Hotel) will actively participate in and support project activities throughout the life of the project.

All of our partner hotels have been very involved in the activities of the project.

Coordinating On-Site Service Delivery
Training directors at each hotel have coordinated all on-site activities, including:

(1) scheduling and arranging meetings between supervisors and teachers,
(2) providing training rooms, equipment, props, and refreshments for class sessions,
(3) recruiting learner participants,
(4) publicizing the program to managers at administrative meetings,
(5) arranging for compensation for worker release time,
(6) working with project staff on a schedule and forecast of service delivery,
(7) arranging for the presentation of employee recognition certificates signed by hotel general managers, and
(8) hosting graduation parties after each class, sometimes with full-scale buffets, cakes, and speeches from all levels of hotel management.

Participating in Management Training seminars
On June 3, 1993 and October 28, 1993, the project conducted Multi-Cultural Management workshops for all participating managers. As a project, we believed that successful workplace literacy training must involve a mutual learning process on the part of both adult learners and their supervisors. The forums supplemented the language training of limited-English proficient workers in that they helped managers foster a work environment conducive to the acquisition of workplace and cultural literacy.

These workshops equipped managers to reinforce what was being taught in workplace literacy classes and to identify the communication needs of their LEP employees. Oscar Ramirez, an instructor with the project, prepared for the workshops by sending out surveys to all the managers, supervisors, human resource department heads, and hotel trainers with whom we had worked. We asked for input on issues of particular interest to our business partners and designed a program to cover the topics generated by our business partners themselves. Topics ranged from the supervising of LEP workers to questions about language acquisition (please refer to questionnaires in the appendix).

The guest presenter, Holly Thauwald, was experienced in teaching the topics of diversity and cross-cultural communication. Basing her presentation on the preliminary surveys, she facilitated two half-day seminars combining lecture, demonstration, discussion and group work. At both forums, managers and trainers came from each partner hotel.

These forums served to solidify the commitment of partners to institutionalizing the program, and resulted in a consortium of strong business supporters. The most notable feature about business partner participation was that the partners appreciated the opportunity to meet each other and compare notes on their on-site literacy programs. We found this method of nurturing business partnership to be superior to convening perfunctory "advisory board" meetings. By having a forum with a specific purpose, responding to topics generated by our partners themselves, we could ensure participation and interest. Also, by selling the benefits of participation and capitalizing on the good relationship we had already developed with these partners, we were able to achieve a high participation rate and a productive discussion.

Objective (h):
Ongoing workplace literacy activities will be institutionalized and continued in at least 2 of the 4 employer partners' workplaces after the conclusion of federally-supported project activities.

All of the partner hotels have continued providing workplace literacy activities for their employees through CRDC's second federal grant for the tourism industry. By the end of the grant period we had added three more hotel sites for a consortium of seven business partners. Six of those hotels which are unionized have also formed a consortium to apply for continuing funding from local sources, have recruited more San Francisco business partners to benefit from CRDC's on-site ESL courses, and are planning to incorporate on-site ESL as part of their regularly offered training programs.

3. **For projects involving direct services to individuals, identify the number and characteristics of project participants who completed planned project activities and of those who did not, and the outcomes achieved by participants who completed project activities.**

On the following page is a demographic summary of participants in the training. For an explanation of the outcomes achieved by the participants who completed project activities, please refer to the responses to Questions 1 and 2 regarding attainment of Objectives.

PROJECT EXCEL LEP WORKER-PARTICIPANTS PROFILE

EXCEL 3: HOTEL WORKERS LITERACY ENHANCEMENT PROGRAM

April 1, 1992 - September 30, 1993

TOTALS ACROSS HOTELS

	HOTELS:								
03-Feb-94	SP	HIFW	SFH	SFW	HIUS	WES	HYT	TOTALS	%
Number of Workers	**49**	**65**	**52**	**24**	**34**	**31**	**38**	**255**	**100%**
Male	15	23	10	12	6	7	11	73	29%
Female	34	42	31	12	28	24	27	171	67%
Age									
Under 20	0	0	0	0	0	0	0	0	0%
20-30	5	5	7	4	2	6	10	29	11%
30-40	19	20	14	6	0	12	21	71	28%
Over 40	25	38	20	14	30	13	7	140	55%
Native Language									
Spanish	31	3	37	5	0	4	8	80	31%
Chinese	11	58	3	15	34	22	26	143	56%
Tagalog	2	1	1	1	0	0	0	5	2%
Other	5	3	0	3	0	5	4	16	6%
Education Level									
None	0	1	2	3	2	0	0	8	3%
Elementary	12	19	18	8	8	5	6	70	27%
High School	28	37	13	5	22	18	21	123	48%
College	7	3	6	8	2	3	9	29	11%
ESL, Comm. Coll.	28	17	5	11	12	23	19	96	38%
Years in U.S.									
Under 5 years	5	2	7	3	6	8	10	31	12%
5-10 years	16	15	10	6	8	11	21	66	26%
Over 10 years	21	44	22	15	20	10	7	132	52%
Salary (per hour)									
Minimum Wage	0	0	0	1	0	0	0	1	0%
Minimum Wage - $5.00	0	0	0	2	2	1	0	5	2%
$5.00 - $8.00	2	3	4	8	2	0	0	19	7%
Over $8.00	45	62	37	11	28	27	38	210	82%

* In cases where percentages do not add up to 100, registration forms were missing.

03-Feb-94

PROJECT EXCEL LEP WORKER-PARTICIPANTS PROFILE

EXCEL 3: HOTEL WORKERS LITERACY ENHANCEMENT PROGRAM

April 1, 1992 - September 30, 1993

SHERATON PALACE

	MODULES: 1	2	3	4	5	TOTALS	%
Number of Workers	**9**	**3**	**9**	**8**	**20**	**49**	**100%**
Male	2	3	2	6	2	15	31%
Female	7	0	7	2	18	34	69%
Age							
Under 20	0	0	0	0	0	0	0%
20-30	1	1	1	1	1	5	10%
30-40	2	2	2	4	9	19	39%
Over 40	6	0	6	3	10	25	51%
Native Language							
Spanish	9	0	9	7	6	31	63%
Chinese	0	0	0	1	10	11	22%
Tagalog	0	0	0	0	2	2	4%
Other	0	3	0	0	2	5	10%
Education Level							
None	0	0	0	0	0	0	0%
Elementary	4	0	4	2	2	12	24%
High School	5	3	5	4	11	28	57%
College	0	0	0	1	6	7	14%
ESL, Comm. Coll.	5	0	5	3	15	28	57%
Years in U.S.							
Under 5 years	0	3	0	0	2	5	10%
5-10 years	3	0	3	1	9	16	33%
Over 10 years	6	0	6	5	4	21	43%
Salary (per hour)							
Minimum Wage	0	0	0	0	0	0	0%
Minimum Wage - $5.00	0	0	0	0	0	0	0%
$5.00 - $8.00	0	0	0	2	0	2	4%
Over $8.00	9	3	9	6	18	45	92%

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PROJECT EXCEL LEP WORKER-PARTICIPANTS PROFILE

EXCEL 3: HOTEL WORKERS LITERACY ENHANCEMENT PROGRAM

April 1, 1992 - September 30, 1993

HOLIDAY INN AT FISHERMAN'S WHARF

	MODULES: 1	2	3	4	5	TOTALS	%
Number of Workers	**24**	**24**	**17**	**0**	**0**	**65**	**100%**
Male	4	4	15	0	0	23	35%
Female	20	20	2	0	0	42	65%
Age							
Under 20	0	0	0	0	0	0	0%
20-30	1	1	3	0	0	5	8%
30-40	8	8	4	0	0	20	31%
Over 40	14	14	10	0	0	38	58%
Native Language							
Spanish	0	0	3	0	0	3	5%
Chinese	23	23	12	0	0	58	89%
Tagalog	0	0	1	0	0	1	2%
Other	1	1	1	0	0	3	5%
Education Level							
None	0	0	1	0	0	1	2%
Elementary	7	7	5	0	0	19	29%
High School	17	17	3	0	0	37	57%
College	0	0	3	0	0	3	5%
ESL, Comm. Coll.	6	6	5	0	0	17	26%
Years in U.S.							
Under 5 years	1	1	0	0	0	2	3%
5-10 years	5	5	5	0	0	15	23%
Over 10 years	16	16	12	0	0	44	68%
Salary (per hour)							
Minimum Wage	0	0	0	0	0	0	0%
Minimum Wage - $5.00	0	0	0	0	0	0	0%
$5.00 - $8.00	0	0	3	0	0	3	5%
Over $8.00	24	24	14	0	0	62	95%

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PROJECT EXCEL LEP WORKER-PARTICIPANTS PROFILE

EXCEL 3: HOTEL WORKERS LITERACY ENHANCEMENT PROGRAM

April 1, 1992 - September 30, 1993

SAN FRANCISCO HILTON

	MODULES: 1	2	3	4	5	TOTALS	%
Number of Workers	**14**	**15**	**23**	**0**	**0**	**52**	**100%**
Male	6	2	2	0	0	10	19%
Female	8	11	12	0	0	31	60%
Age							
Under 20	0	0	0	0	0	0	0%
20-30	2	1	4	0	0	7	13%
30-40	6	6	2	0	0	14	27%
Over 40	6	6	8	0	0	20	38%
Native Language							
Spanish	12	12	13	0	0	37	71%
Chinese	2	1	0	0	0	3	6%
Tagalog	0	0	1	0	0	1	2%
Other	0	0	0	0	0	0	0%
Education Level							
None	2	0	0	0	0	2	4%
Elementary	5	5	8	0	0	18	35%
High School	4	5	4	0	0	13	25%
College	2	2	2	0	0	6	12%
ESL, Comm. Coll.	1	0	4	0	0	5	10%
Years in U.S.							
Under 5 years	2	0	5	0	0	7	13%
5-10 years	5	5	0	0	0	10	19%
Over 10 years	7	4	11	0	0	22	42%
Salary (per hour)							
Minimum Wage	0	0	0	0	0	0	0%
Minimum Wage - $5.00	0	0	0	0	0	0	0%
$5.00 - $8.00	0	0	4	0	0	4	8%
Over $8.00	14	13	10	0	0	37	71%

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PROJECT EXCEL LEP WORKER-PARTICIPANTS PROFILE

EXCEL 3: HOTEL WORKERS LITERACY ENHANCEMENT PROGRAM

April 1, 1992 - September 30, 1993

SHERATON AT FISHERMAN'S WHARF							
	MODULES: 1	2	3	4	5	TOTALS	%
Number of Workers	**11**	**13**	**0**	**0**	**0**	**24**	**100%**
Male	10	2	0	0	0	12	50%
Female	1	11	0	0	0	12	50%
Age							
Under 20	0	0	0	0	0	0	0%
20-30	2	2	0	0	0	4	17%
30-40	0	6	0	0	0	6	25%
Over 40	9	5	0	0	0	14	58%
Native Language							
Spanish	0	5	0	0	0	5	21%
Chinese	10	5	0	0	0	15	63%
Tagalog	1	0	0	0	0	1	4%
Other	0	3	0	0	0	3	13%
Education Level							
None	0	3	0	0	0	3	13%
Elementary	0	8	0	0	0	8	33%
High School	3	2	0	0	0	5	21%
College	8	0	0	0	0	8	33%
ESL, Comm. Coll.	3	8	0	0	0	11	46%
Years in U.S.							
Under 5 years	2	1	0	0	0	3	13%
5-10 years	1	5	0	0	0	6	25%
Over 10 years	8	7	0	0	0	15	63%
Salary (per hour)							
Minimum Wage	1	0	0	0	0	1	4%
Minimum Wage - $5.00	2	0	0	0	0	2	8%
$5.00 - $8.00	7	1	0	0	0	8	33%
Over $8.00	1	10	0	0	0	11	46%

PROJECT EXCEL LEP WORKER-PARTICIPANTS PROFILE

EXCEL 3: HOTEL WORKERS LITERACY ENHANCEMENT PROGRAM

April 1, 1992 - September 30, 1993

HOLIDAY INN UNION SQUARE

	MODULES: 1	2	3	4	5	TOTALS	%
Number of Workers	**17**	**17**	**0**	**0**	**0**	**34**	**100%**
Male	3	3	0	0	0	6	18%
Female	14	14	0	0	0	28	82%
Age							
Under 20	0	0	0	0	0	0	0%
20-30	1	1	0	0	0	2	6%
30-40	0	0	0	0	0	0	0%
Over 40	15	15	0	0	0	30	88%
Native Language							
Spanish	0	0	0	0	0	0	0%
Chinese	17	17	0	0	0	34	100%
Tagalog	0	0	0	0	0	0	0%
Other	0	0	0	0	0	0	0%
Education Level							
None	1	1	0	0	0	2	6%
Elementary	4	4	0	0	0	8	24%
High School	11	11	0	0	0	22	65%
College	1	1	0	0	0	2	6%
ESL, Comm. Coll.	6	6	0	0	0	12	35%
Years in U.S.							
Under 5 years	3	3	0	0	0	6	18%
5-10 years	4	4	0	0	0	8	24%
Over 10 years	10	10	0	0	0	20	59%
Salary (per hour)							
Minimum Wage	0	0	0	0	0	0	0%
Minimum Wage - $5.00	1	1	0	0	0	2	6%
$5.00 - $8.00	1	1	0	0	0	2	6%
Over $8.00	14	14	0	0	0	28	82%

PROJECT EXCEL LEP WORKER-PARTICIPANTS PROFILE

EXCEL 3: HOTEL WORKERS LITERACY ENHANCEMENT PROGRAM

April 1, 1992 - September 30, 1993

WESTIN ST. FRANCIS

	MODULES: 1	2	3	4	5	TOTALS	%
Number of Workers	**8**	**23**	**0**	**0**	**0**	**31**	**100%**
Male	5	2	0	0	0	7	23%
Female	3	21	0	0	0	24	77%
Age							
Under 20	0	0	0	0	0	0	0%
20-30	4	2	0	0	0	6	19%
30-40	1	11	0	0	0	12	39%
Over 40	3	10	0	0	0	13	42%
Native Language							
Spanish	3	1	0	0	0	4	13%
Chinese	4	18	0	0	0	22	71%
Tagalog	0	0	0	0	0	0	0%
Other	1	4	0	0	0	5	16%
Education Level							
None	0	0	0	0	0	0	0%
Elementary	1	4	0	0	0	5	16%
High School	6	12	0	0	0	18	58%
College	1	2	0	0	0	3	10%
ESL, Comm. Coll.	7	16	0	0	0	23	74%
Years in U.S.							
Under 5 years	6	2	0	0	0	8	26%
5-10 years	1	10	0	0	0	11	35%
Over 10 years	1	9	0	0	0	10	32%
Salary (per hour)							
Minimum Wage	0	0	0	0	0	0	0%
Minimum Wage - $5.00	1	0	0	0	0	1	3%
$5.00 - $8.00	0	0	0	0	0	0	0%
Over $8.00	4	23	0	0	0	27	87%

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PROJECT EXCEL LEP WORKER-PARTICIPANTS PROFILE

EXCEL 3: HOTEL WORKERS LITERACY ENHANCEMENT PROGRAM

April 1, 1992 - September 30, 1993

HYATT AT FISHERMAN'S WHARF

	MODULES: 1	2	3	4	5	TOTALS	%
Number of Workers	**38**	**0**	**0**	**0**	**0**	**38**	**100%**
Male	11	0	0	0	0	11	29%
Female	27	0	0	0	0	27	71%
Age							
Under 20	0	0	0	0	0	0	0%
20-30	10	0	0	0	0	10	26%
30-40	21	0	0	0	0	21	55%
Over 40	7	0	0	0	0	7	18%
Native Language							
Spanish	8	0	0	0	0	8	21%
Chinese	26	0	0	0	0	26	68%
Tagalog	0	0	0	0	0	0	0%
Other	4	0	0	0	0	4	11%
Education Level							
None	0	0	0	0	0	0	0%
Elementary	6	0	0	0	0	6	16%
High School	21	0	0	0	0	21	55%
College	9	0	0	0	0	9	24%
ESL, Comm. Coll.	19	0	0	0	0	19	50%
Years in U.S.							
Under 5 years	10	0	0	0	0	10	26%
5-10 years	21	0	0	0	0	21	55%
Over 10 years	7	0	0	0	0	7	18%
Salary (per hour)							
Minimum Wage	0	0	0	0	0	0	0%
Minimum Wage - $5.00	0	0	0	0	0	0	0%
$5.00 - $8.00	0	0	0	0	0	0	0%
Over $8.00	38	0	0	0	0	38	100%

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4. Report on any dissemination activities.

TESOL: Teachers of English to Speakers of Other Languages

March 1992 (Vancouver, Canada)
Staff members Pennie Lau and Chris Shaw presented a poster session on topics relating to implementation of our National Workplace Literacy Project.

April 1993 (Atlanta, Georgia)
Staff member John Wiley presented a review of National Workplace Literacy Final Evaluations. Sharon Tu, Pennie Lau and Chris Shaw also attended the conference.

CATESOL: California Teachers of English to Speakers of Other Languages

October 1992 (Palo Alto, Northern Regional Conference)
Pennie Lau presented on workplace literacy issues and teaching English in the workplace.

March 1993 (Monterey, State Conference)
John Wiley presented on workplace literacy issues and Pennie Lau and Dale Silver attended.

October 1993 (San Mateo, Northern Regional Conference)
All project instructors presented in panels on Workplace Literacy and attended conference activities.

Workplace Literacy Support Groups

Project staff attended regular meetings of the **South Bay Workplace Literacy Support Group**.

In addition to participation in this group, the staff helped to start up a **San Francisco area Workplace Literacy Support Group** in early 1993. Since the San Francisco group's inception, the staff of Project EXCEL has been sustaining the group and hosting monthly meetings for workplace literacy practitioners. An average of about a dozen people attend these meetings, which are geared toward professional development of human resource trainers, ESL teachers and other workplace literacy providers for businesses.

Presentations to area colleges and universities

San Francisco State, M.A. in Teaching English as a Foreign Language Program (TEFL)
John Wiley and Pennie Lau conducted five classroom presentations to students interested in teaching English in the workplace.

University of California at Berkeley Extension Program
Oscar Ramirez, Pennie Lau and Drew Westveer conducted 3 classroom presentations to students in the TEFL Certificate Program's English in the Workplace course.

Local conferences on Workplace Literacy

Workplace Training Forum, September 1992
Oscar Ramirez and Pennie Lau presented the Project EXCEL model and the role of the National Workplace Literacy Program to a forum of San Francisco Bay Area businesses, educators, media and policy makers.

Tours of CRDC's program

Southport Institute for Policy Analysis
Forrest Chisman, President and Heide Spruck Wrigley, Project Director toured CRDC, observed workplace literacy classes and interviewed staff in preparation for their books "ESL: The American Dream" and "Sparks of Excellence: Promising Practices in ESL".

Press Coverage

September 29, 1992: Project EXCEL featured in an article on workplace literacy: Kathleen Sullivan, "Taking pains with workers' English: Bay Area firms push improving language skills -- on company time", San Francisco Examiner, Business Section.

November 15, 1992: Project EXCEL featured in 3-page article by Kathleen Sullivan, "English on the job: Language classes held at work sites", San Francisco Examiner, Business Section; and one side bar, "Laundry list of language: Instructors use work-related vocabulary to help hotel employees learn English".

August 15, 1992: KNBR Radio aired a 30-minute interview with executive Director Mabel Teng and two CRDC students.

September 11, 1992: Channel 38 Mandarin News aired a 15-minute feature on CRDC's training programs.

April, 1993: CRDC's Workplace Literacy Training was consulted and quoted for an article in the newsletter of the Golden Gate Chapter of the American Society for Training and Development (ASTD).

September, 1993: Channel 26 Chinese television interviewed Executive Director Mabel Teng regarding the literacy study released by the U.S. Department of Education.

November, 1993: KNBR Radio aired a 30-minute interview with Project Director Sharon Tu and Hotel Business Partner Tom Passantino regarding CRDC;s Workplace Literacy Training.

November 28, 1993: KRON Channel 7 "Marketplace" series features CRDC's Workplace Literacy Training program, interviewing Patrick Tracey, San Francisco Hilton's Quality and Training Director, Mabel Teng, CRDC Executive Director, and filming students at various hotel sites.

5. **Report on any evaluation activities.**

5.a. External Evaluator's Activities

The External Evaluator, Dr. David Hemphill, adhered to the plan outlined in the proposal.

In addition to the proposed evaluation plan, Dr. Hemphill also conducted focus groups with clients and business partners to determine the extent to which these stakeholders were satisfied with the outcomes of the program.

On four occasions during the course of the 18 month project Dr. Hemphill attended staff meetings to discuss the progress of project activities and to monitor compliance to the schedule and objectives originally proposed.

Dr. Hemphill's final evaluation will be submitted under separate cover to the Department of Education and to the various regional dissemination centers.

5.b. Staff Participation in evaluation

In his presentation "Who wants what information and how do we get it?: Issues in Workplace Education Evaluation", Paul Jurmo advocates a team-based approach to evaluation. The staff of Project EXCEL has been practicing this approach since the inception of the project in 1989.

The external evaluator, Dr. David Hemphill, met with the staff to decide as a team what data would be collected, by whom, and how. Dr. Hemphill also facilitated a team project in which each staff member chose a particular method of program evaluation, developed assessment measures, implemented the measurement tools, and reported back to the staff on their findings. Business partners were also asked to participate in the assessment of the program. Those partners who had attended program conferences in Washington D.C. were asked to assist in the design of an evaluation strategy. The only missing link was the adult learners themselves. We did not have a representative from this stakeholder group to help us design the assessment, although we did ask for input in other ways which made the evaluation more "learner-centered".

We found that the advantages of this participatory approach to evaluation were:

1) The external evaluator was able to review more data than he would have collected on his own.

2) The instructors were able to think about wider issues in service delivery, which informed their own instruction and helped them meet program objectives.

3) The instructors, who had the most contact with the workplace, were able to provide realistic input as to what data could and couldn't be collected, thereby designing an evaluation process which was reasonable in its goals and administration.

4) By taking responsibility for ongoing assessment, instructors regularly discussed program objectives and implementation with the business partners. As a result, they were able to form closer relationships with business partners.

5) Business partners thought more about their stake in the program. Other projects have complained that their partners had limited knowledge of the education taking place under the auspices of the grant, leaving the implementation of the project to the educational provider. Our participatory

evaluation approach ensured that our business partners had a role in the success of the project. When asked at the outset to identify objectives and standards for program success, the partners had to determine their motives, commitment, and rationale for implementing workplace literacy at their sites. They had to define what "success" meant to them. When asked about ways the program was meeting or falling short of their objectives, partners had to know what kind of impact workplace education had on their work force.

6. Report on any changes in key personnel.

6.a. Project Director

In November 1992, the Project Director, Mabel S. Teng, became the Executive Director of CRDC. She remained on the project as director. Sharon Tu, the Project Coordinator, became the Project Co-Director and assumed responsibilities for day-to-day management of the project staff, reporting and compliance, and dissemination activities.

6.b. Project Coordinator

When Sharon Tu became a project co-director, Pennie Lau, the curriculum coordinator, became project coordinator. She kept the responsibilities of curriculum coordination and also assumed all scheduling responsibilities.

6.c. Other Staffing Issues

We would like to present a discussion of instructional staffing philosophy in order to add our experience to a frequently debated question. Project administrators often ask whether it is better to parcel out tasks and have a full-time curriculum developer/needs analyst and instructors who only teach, or to have an instructional staff involved in all phases of site coordination, needs assessment, curriculum development, and instruction. Our staff has moved from the latter to the former. However, because we started with an attitude that our instructional staff should have a knowledge and understanding of all phases of service delivery, even evaluation or institutionalization issues, we still have a hybrid of the two approaches.

As we originally envisioned the project, instructional staff would be full-time and would be involved in all phases of service delivery. Our philosophy was to train, develop, and support instructors in all aspects of workplace literacy delivery, thereby insuring continuity for business sites and a better quality of instruction. We still believe that the unique opportunities and problems associated with workplace

literacy call for instructors who are not only well-versed in educational theory, but also in the politics and business of the field. Instructors should be able to form productive relationships with business partners, recognize the myriad of factors which abet and impede learning for working adults, and wrestle with the larger issues of learner assessment and program evaluation.

To this end, our instructors were responsible for a range of other duties besides instruction. These duties included:

1. Conducting needs assessments at the worksites where they would be teaching.
2. Meeting regularly to evaluate the class objectives and arrangements with the human resource directors, department heads, supervisors, and union representatives involved in the module which they were teaching.
3. Reporting back to the project and problem-solving as a group about student attrition, student assessment, coordination/scheduling, achievement of project objectives and collection of evaluation data.
4. Participating in dissemination activities such as speaking at conferences about workplace literacy topics and mentoring student interns.
5. Writing informative teaching guides so that their curricula could be easily replicated and so that project curricula could be used as a staff development resource as well as a resource for ESL material.
6. Developing an evaluation project, starting by selecting or independently designing an assessment tool (standardized tests, portfolios, competency tests, other) and then implementing their evaluation designs and reporting on the results.

A full-time schedule enabled instructors to work on all of these aspects of service delivery. Our instructors developed their expertise in the gamut of workplace literacy issues and were an excellent resource for students, trainers, the media, and businesses. They were also able to contribute much more to program quality than they would have if they were called in strictly to teach a pre-existing curriculum.

Mid-way through the project, as class schedules stepped up, we discovered that it was not possible for a small, core staff of full-time instructors to deliver all the classes we needed to teach. We had six or seven sites to teach at a time, all wanting multiple classes during the same three-hour time slot in the afternoons. Even by staggering the days of the classes, we could not arrive at a schedule which could have been accomplished by three instructors. We decided to reduce the hours of our existing staff and hire more contract instructors, believing that it would be more cost effective to have multiple part-time instructors teaching all the possible afternoon classes instead of a few full time instructors with no morning classes, limited in their afternoon availability.

The move to this new staffing schedule demanded that we provide a better orientation to workplace literacy, since there would be less time for the kind of individual staff development and group problem-solving outlined above. Potential contract teachers were invited to an orientation session where the core staff presented a mini-course on workplace literacy. The orientation included a presentation on our procedures for conducting task analyses and needs assessments, the work flow of our project, and a forum on important topics in workplace literacy (such as assessment testing and business-labor relations).

The core staff which had developed the project from the beginning was able to continue building on their knowledge and expertise. They followed through on their special projects and continued to suggest improvements and strategies for program quality. These instructors have made valuable contributions to the field of workplace literacy by virtue of their participation in more than just the delivery of instruction.

Appendix A:
Detailed Breakdown of
Student Pre-/Post-Test Scores by Hotel

STUDENT PRE AND POST TEST SCORES BY HOTEL

Holiday Inn Fisherman's Wharf – M1

Curriculum-based written test

Student	Pre-Test	Post-Test	Change
1	165	197	16%
2	167	189	11%
3	125	177	26%
4	111	170	30%
5	169	190	11%
6	100	152	26%
7	152	188	18%
8	152	182	15%
9	144	182	19%
10	117	185	34%
11	104	174	35%
12	158	177	10%
13	142	177	18%
14	169	186	9%
15	76	111	18%
16	96	120	12%
Total	**2147**	**2757**	**19%**

Holiday Inn Fisherman's Wharf – M3

Curriculum-based written test

Student	Pre-Test	Post-Test	Change
1	89	96	4%
2	28	65	19%
3	78	76	-1%
4	14	45	16%
5	79	87	4%
6	95	98	2%
7	65	80	8%
8	76	88	6%
9	94	98	2%
10	93	90	-2%
11	68	69	1%
12	50	81	16%
13	48	71	12%
14	93	99	3%
Total	**970**	**1143**	**5%**

STUDENT PRE AND POST TEST SCORES BY HOTEL

Holiday Inn Union Square – M1

Curriculum-based written test

Student	Pre-Test	Post-Test	Change
1	82	95	10%
2	85	108	18%
3	92	115	18%
4	76	121	35%
5	91	116	19%
6	125	128	2%
7	121	128	5%
8	116	127	8%
9	128	128	0%
Total	**335**	**371**	**3%**

Hyatt Fisherman's Wharf - M1

Curriculum-based written test

Student	Pre-Test	Post-Test	Change
1	90	97	7%
2	71	97	26%
3	90	90	0%
4	84	94	10%
5	94	100	6%
6	94	100	6%
7	81	100	19%
8	74	100	26%
9	87	100	13%
10	100	100	0%
11	100	100	0%
12	100	100	0%
Total	**1065**	**1178**	**9%**

STUDENT PRE AND POST TEST SCORES BY HOTEL

Sheraton Fisherman's Wharf – M1

Curriculum-based written test

Student	Pre-Test	Post-Test	Change
1	59	80	21%
2	74	91	17%
3	83	94	11%
4	86	86	0%
5	80	100	20%
6	80	100	20%
7	76	100	24%
Total	**302**	**351**	**7%**

Sheraton Fisherman's Wharf – M2

Curriculum-based written test

Student	Pre-Test	Post-Test	Change
1	23	40	39%
2	30	43	30%
3	18	36	41%
4	36	43	16%
5	13	34	48%
6	23	43	45%
7	31	42	25%
8	12	15	7%
9	33	41	18%
Total	**219**	**337**	**30%**

STUDENT PRE AND POST TEST SCORES BY HOTEL

Sheraton Palace – M1

Curriculum-based written test

Student	Pre-Test	Post-Test	Change
1	56	87	31%
2	17	69	52%
3	51	91	40%
4	11	63	52%
5	62	100	38%
Total	**135**	**310**	**35%**

Sheraton Palace – M5

Curriculum-based oral test

Student	Pre-Test	Post-Test	Change
1	28.5	32.0	11%
2	28.0	30.5	8%
3	19.0	18.5	-2%
4	20.5	26.0	17%
5	17.5	16.0	-5%
6	20.5	20.0	-2%
7	23.0	28.5	17%
8	16.0	19.0	9%
9	26.0	26.5	2%
10	25.5	23.5	-6%
11	29.0	26.5	-8%
12	29.0	30.5	5%
13	23.5	28.0	14%
14	12.5	15.0	8%
15	13.0	17.0	13%
16	20.0	20.5	2%
17	16.0	17.0	3%
18	23.0	29.0	19%
19	14.0	15.0	3%
20	28.0	28.0	0%
Total	**432.5**	**467.0**	**5%**

STUDENT PRE AND POST TEST SCORES BY HOTEL

Westin St. Francis – M1

Curriculum-based written test

Student	Pre-Test	Post-Test	Change
1	56	90	34%
2	22	82	60%
3	69	92	23%
Total	**147**	**264**	**39%**

Westin St. Francis – M2

Curriculum-based oral test

Student	Pre-Test	Post-Test	Change
1	3.50	5.00	25%
2	3.00	4.00	17%
3	1.50	2.00	8%
4	2.50	3.50	17%
5	2.00	3.00	17%
6	2.00	4.00	33%
7	3.00	4.00	17%
8	1.80	4.50	45%
Total	**19.30**	**30.00**	**22%**

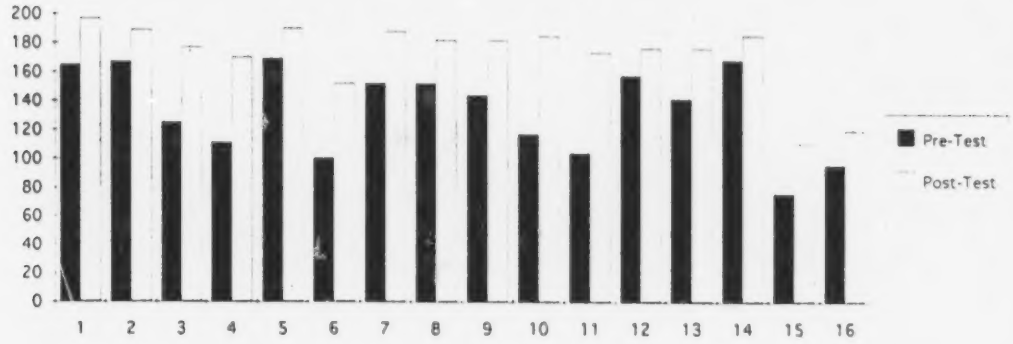
San Francisco Hilton – M2

Curriculum-based written test

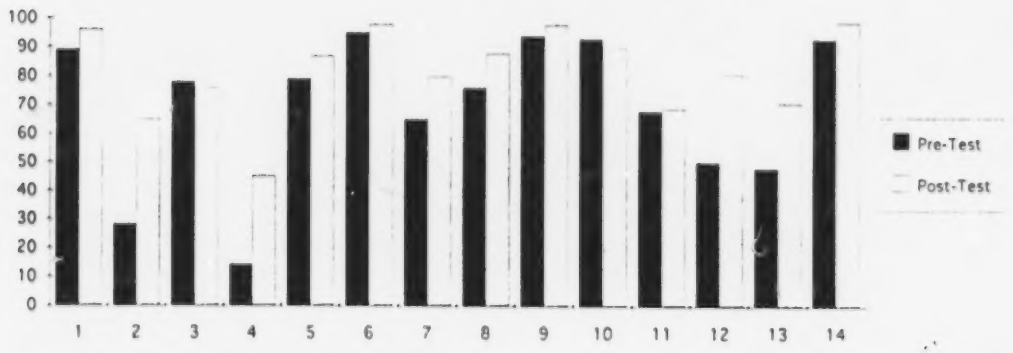
Student	Pre-Test	Post-Test	Change
1	81	99	18%
2	50	93	43%
3	27	77	50%
Total	**158**	**269**	**37%**

Appendix B:
Bar Charts,
Student Pre-/Post-Test Scores by Hotel

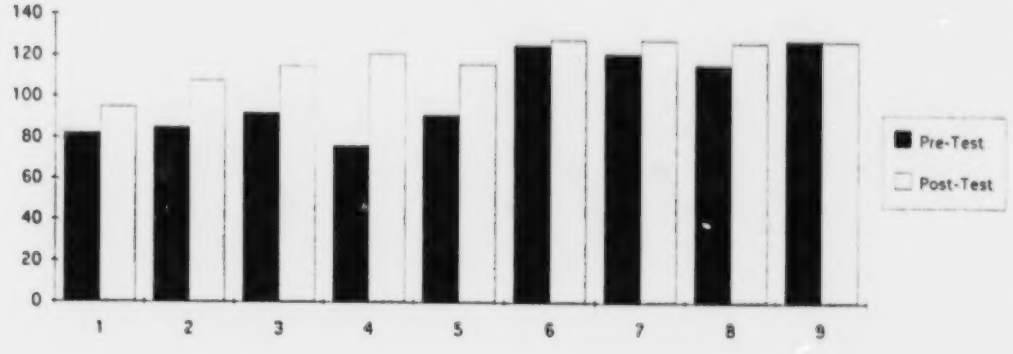
PRE AND POST TEST SCORES: HOLIDAY INN FISHERMAN'S WHARF - M1



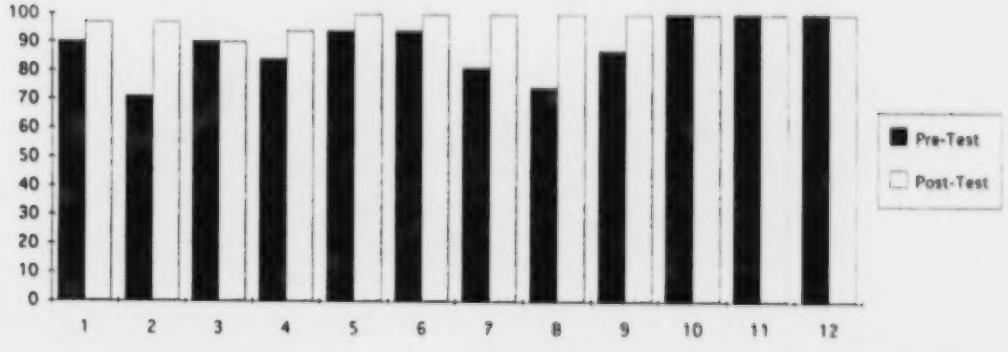
PRE AND POST TEST SCORES: HOLIDAY INN FISHERMAN'S WHARF - M3



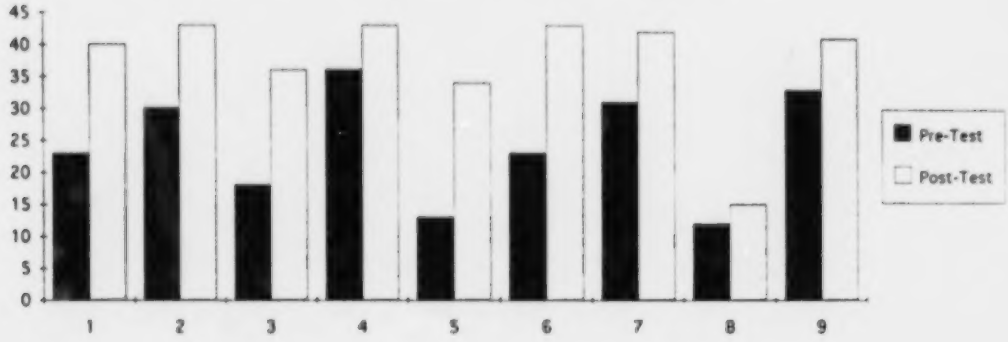
PRE AND POST TEST SCORES: HOLIDAY INN UNION SQUARE - M1



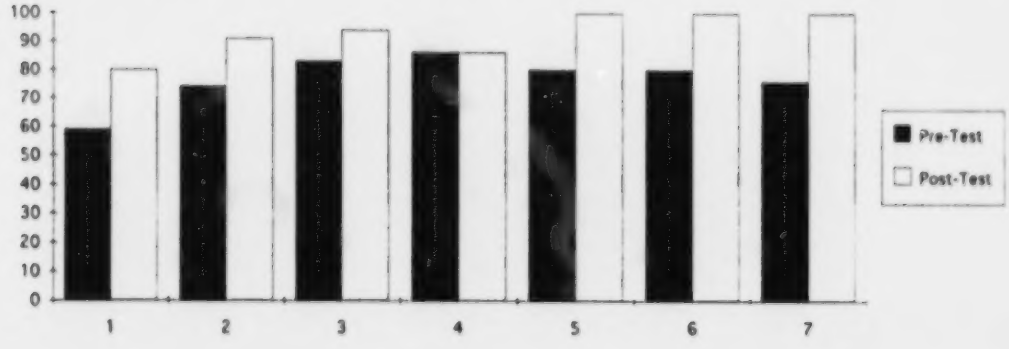
PRE AND POST TEST SCORES: HYATT FISHERMAN'S WHARF - M1



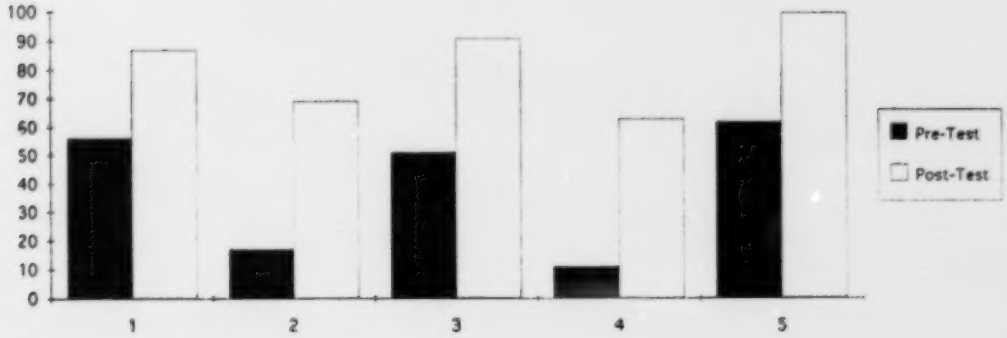
PRE AND POST TEST SCORES: SHERATON FISHERMAN'S WHARF - M2



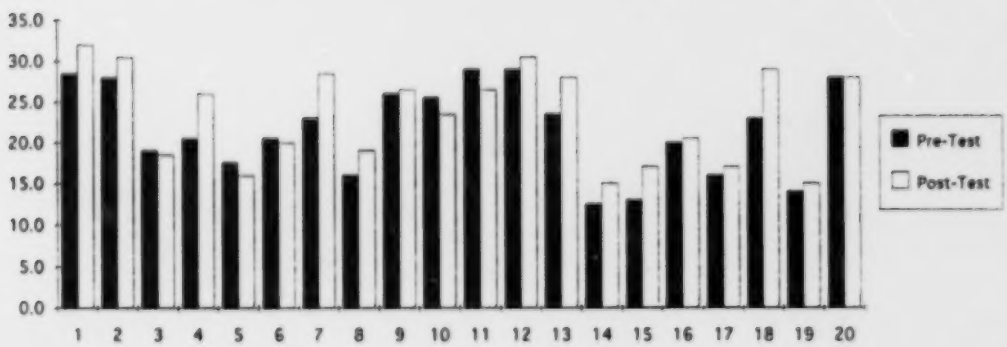
PRE AND POST TEST SCORES: SHERATON FISHERMAN'S WHARF - M1



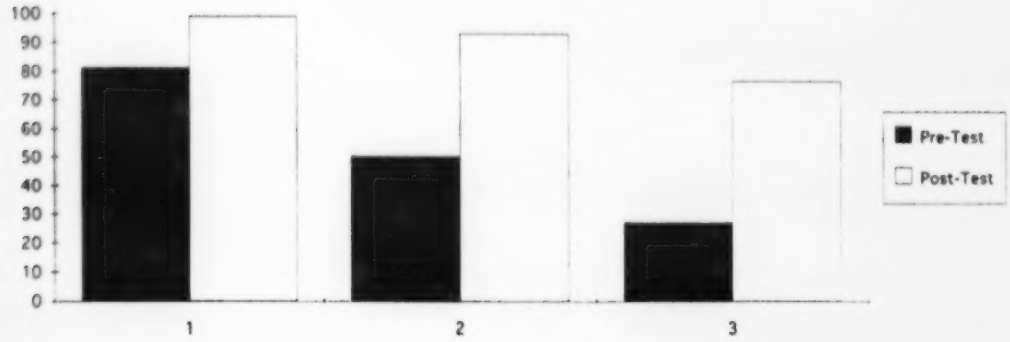
PRE AND POST TEST SCORES: SHERATON PALACE - M1



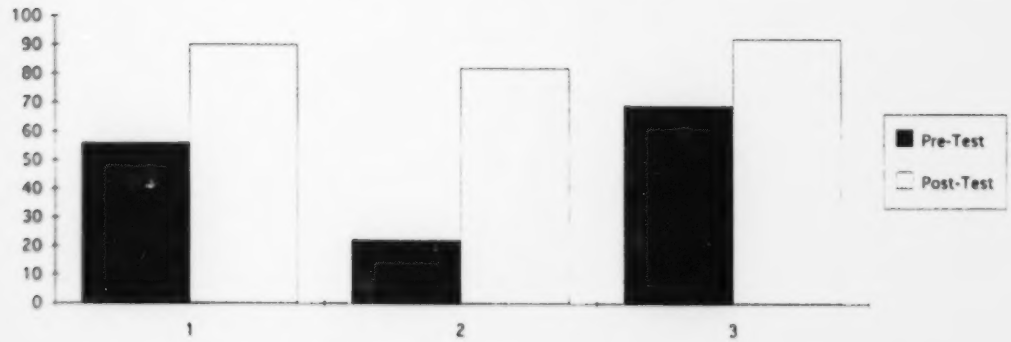
PRE AND POST TEST SCORES: SHERATON PALACE - M5



PRE AND POST TEST SCORES: SAN FRANCISCO HILTON - M2



PRE AND POST TEST SCORES: WESTIN ST. FRANCIS - M1



PRE AND POST TEST SCORES: WESTIN ST. FRANCIS - M2